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Herald pedagogiki. Nauka i Praktyka (HP) publishes outstanding educational research from a wide range of conceptual, theoretical, and empirical traditions. Diverse perspectives, critiques, and theories related to pedagogy – broadly conceptualized as intentional and political teaching and learning across many spaces, disciplines, and discourses – are welcome, from authors seeking a critical, international audience for their work. All manuscripts of sufficient complexity and rigor will be given full review. In particular, HP seeks to publish scholarship that is critical of oppressive systems and the ways in which traditional and/or “commonsensical” pedagogical practices function to reproduce oppressive conditions and outcomes. Scholarship focused on macro, micro and meso level educational phenomena are welcome. JoP encourages authors to analyse and create alternative spaces within which such phenomena impact on and influence pedagogical practice in many different ways, from classrooms to forms of public pedagogy, and the myriad spaces in between. Manuscripts should be written for a broad, diverse, international audience of either researchers and/or practitioners. Accepted manuscripts will be available free to the public through HPs open-access policies, as well as we planed to index our journal in Elsevier's Scopus indexing service, ERIC, and others.

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HISTORY OF PROJECT BASED LEARNING

Ashurova Mukhayyokhon

MA student at Pedagogical Institute of
Andizhan State University

Abstract: This article is devoted to the history of the project based learning, which is one of the most effective methods widely used in education today, and the different approaches and views of various scholars and educators.

Keywords: PBL, history of PBL, proponent, method, education system, project, skill, characteristics, creativity, collaboration, authenticity, interdisciplinary, practicality, student-oriented.

ИСТОРИЯ ПРОЕКТНОГО ОБУЧЕНИЯ

Ашурова Мухайёхон

Магистрант педагогического института при
Андижанском государственном университете

Аннотация: Данная статья посвящена истории проектного обучения, одного из наиболее эффективных методов, широко используемых в современном образовании, а также различным подходам и взглядам различных ученых и педагогов.

Ключевые слова: ПОО, история ПОО, сторонник, метод, система образования, проект, навык, характеристики, креативность, сотрудничество, аутентичность, междисциплинарный, практичность, ориентированность на студента.

In today's process of globalization, the effect of the radical reform of the education system of Uzbekistan is evident in all areas related to this area. The state pays special attention to the teaching and further development of foreign languages in the education system, which is a key sector of socio-economic, political and cultural life of the country, one of the vital factors that directly affect the morale of the population at the policy level.

Task-based learning is an approach to second/foreign language (L2) learning and teaching and a teaching methodology in which classroom tasks constitute the main focus of instruction. A classroom task is defined as an activity that (a) is goal-oriented, (b) is content focused, (c) has a real outcome, and (d) reflects real-life language use and language need.

Why are many teachers around the world moving toward TBL? Why are they making the change to TBL? This shift is based on the strong belief that TBL facilitates second language acquisition and makes L2 learning and teaching more principled and more effective. This belief is supported by theoretical as well as pedagogical considerations. In

the first half of this introduction, we briefly summarize the various perspectives that have tried to account for how TBL can facilitate L2 learning. In all cases, we present the perspective proposed, the theoretical conclusions based on that perspective, and the way in which tasks are seen to facilitate learning from that perspective.

Pedagogy can be defined as systematic intervention to promote change in students' thinking, knowledge and behaviour. Clearly this requires activities designed to direct learners' attention to relevant areas of knowledge and behaviour, so leading them to review, adds to, reorganize or exercise their current capacities. The idea that intended change can be achieved simply by describing the relevant abilities and bodies of knowledge and leaving learners to work out their own ways of memorizing and using them has long been rejected.

Furthermore, current views on the need for the curriculum to meet students' real world needs implies that classroom activities should reflect those needs. Tasks defined as "pedagogic activities in which language is used to achieve non- linguistic outcomes but with the overall purpose of improving learners' language proficiency" - are, then, a particularly appropriate tool of pedagogic intervention.

Views on the nature of language offer a second strong theoretical reason for the interest in language learning tasks. Through much of the 20th century, linguists increasingly came to view language as a complex communication system, involving not only grammatical abilities, but a whole range of dimensions. These include:

- those at the level of broad discourse structures;
- the ability to adjust lexical and discursal patterns to the social context;
- the more local ability to formulate acceptable speech acts in an appropriate manner;
- the most specific level of acceptable lexico-grammatical and phonological realizations.

Such a view highlights the multi-dimensional and integrated nature of language, resources at one level being used in conjunction with those at other levels. While language is always going to emerge as linear performance, that linearity is now seen as involving the interweaving of choices concerning each of the many levels of language use. In addition, a full account of language is seen as reflecting the fact that it is situated within socio-cognitive contexts - functioning both ideationally and interpersonally.

Project Based learning has an important place and history in the educational process as a method that involves a wide range of learners and provides them with knowledge in a non-traditional way and teaches to apply it in practice. When connected to technology, project-based education may seem like a 21st century idea, but it is based on a respectable history. Confucius and Aristotle were the first proponents of practical education. Socrates modeled how to learn all the strategies that remain very relevant in modern PBL lessons through questions, inquiries, and critical thinking. John Dewey, a 20th-century American educational theorist and philosopher, was one of the first proponents of project-based learning, which contributed to the education system, and was recognized as a "learning

by doing." In his work "My Pedagogical Beliefs" (1897), John Dewey enumerated his own beliefs, and put forward this idea: "the teacher is not in the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these. He put activism and creativity at the center of the work to make this idea a reality.[4] Educational research has transformed this idea of teaching and learning into a methodology known as "project-based learning".

However, "learning by doing" has not always been about survival. Human beings have used the "learning by doing" in various ways for thousands of years. From the 8th to the 5th century BC. AD, the ancient Chinese made many imitation earthen walls before settling on brick-and-mortar architecture, allowing them to build the largest walls in history. In the 1500s, Galileo observed and observed the retrograde motion of the planets across the sky and concluded that Earth was not the center of the universe. In 1664, Sir Isaac Newton observed an apple falling from a tree and began to formulate the theory of gravity based on his scientific observations. [3]

It's no coincidence that most great discoveries in history were a result of "learning by doing". The bottom line is that the information contained in books is information that has been uncovered by another person from another time, whereas "learning by doing" is associated with discovery and innovation.

Later, William Heard Kilpatrick, based on the theory of Dewey, who was his mentor, introduced the project method as part of Dewey's problem-based teaching method.[5] Kilpatrick defines PBL as a set of meaningful activities in a social environment that focus on a specific content or on a theme [6]. As such, PBL focuses on learning by doing, experimenting, problem solving, teamwork, social skills, understanding, collaboration and partnership, and taking responsibility. The previous argument confirms that both Dewey and Kilpatrick played a major role in revolutionizing education. However, this does not deny the role of Vygotsky, the pioneer of social constructivist theory, in advancing project-based learning in schools. Social constructivist theory suggests that when taking part in educational projects, learners are given the opportunity to interact with their peers, exchange ideas, and ask questions, which helps them to develop their skills and gain new knowledge.

Some scholars (e.g. James G. Greeno) also associated project-based learning with Jean Piaget's "situated learning" perspective [6] and constructivist theories. Piaget advocated an idea of learning that does not focus on the memorization. Within his theory, project-based learning is considered a method that engages students to invent and to view learning as a process with a future instead of acquiring knowledge base as a matter of fact.[7]

Further developments to the project-based education as a pedagogy later drew from the experience- and perception-based theories on education proposed by theorists such as Jan Comenius, Johann Heinrich Pestalozzi, and Maria Montessori, among others.[5]

Maria Montessori started the international movement in the 20th century with her

approach to teaching young children. She showed with an exemplary attitude that education takes place "not by listening the words, but by experiences upon the environment". The Italian physician and child development specialist has created learning environments that produce talented, adaptable citizens and problem solvers.

Jean Piaget, a Swiss developmental psychologist, helped us explain how we experience at different ages. His ideas laid the foundation for a constructive approach to teaching, in which students develop what they know by asking questions, researching, communicating with others, and reflecting on that experience.

Several tendencies to the adoption of project-founded education have contributed to the education policy of the twenty-first century. Experts develop our understandings of how to learn, how to develop practice, and how to start thinking at a higher level. The areas from neurology to social psychology help to understand the best conditions for learning. There is an important cultural, contextual and social role of education in the formation of students' experiences. These insights help to develop PBL enjoyment for engaging students in various aspects.



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